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cases who have become dependent on the state from continuing their kind. This is already to some extent done. (3) The author goes on to say that much better results are obtainable by guarding women from the factors of degeneracy during puberty and matronhood, and he refers not only to markedly unsuitable functions and environments, but to the routine prescription (in the hidden guise of nostrums) of alcohol, opium, and the like. (4) In general, the prophylaxis of degeneracy may be summed up as the prevention of neurasthenia in the parents, for that becomes the neurosis of the children. The preventive factors are numerous and well known. (5) But even an inherited bias may be sometimes counteracted, and the author concludes with some wise remarks on the prophylaxis of degeneracy in children,—a prophylaxis which should commence with birth, if not earlier.

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LETTERS AND LECTURES ON EDUCATION. By J. F. Herbart.
Translated and Edited by Henry M. and Emmie Felkin. Swan
Sonnenschein & Co.

The translators precede their version of Herbart's Letters and Lectures by an analytic introduction intended to smooth the reader's way. In one of his lectures Herbart remarked "unnecessary simplicity must be avoided," and he certainly never erred himself in the direction of "unnecessary" (or, in fact, any other kind of) simplicity. Indeed, there is probably truth in the translator's suggestion (pp. 22, 23) that Herbart was purposely obscure. Doubtless the obscurity and heaviness of his writings are repellant to many English readers. Happily, English philosophers have never either combined or confused obscurity and profundity. And yet, in spite of this, there are signs that some English and American educators are endeavoring to inoculate the education of the English-speaking race with Herbartianism. In his preface, Mr. Oscar Brownning affirms that "Herbart even now may be said to dominate the Training College." This is, we believe and hope, too strongly put; though that Herbart has influenced, and will continue to influence, the training of English teachers is doubtless true. That a great thinker on education should influence us is right and desirable; and this influence may be frankly acknowledged even by those who believe Herbart's system to be erected on the foundation of a false psychology, and dominated by an imperfect view of the work of

education. But even were Herbart's teaching more complete and more perfect than it is, it yet would not follow that it would be wise to attempt to transplant it bodily to England or to America. This the translators wisely recognize, and they give a not needless warning that "attempts to graft Herbart's system upon one up to the present so radically different in its principles, its methods and its ideals, as the English, must fail" (p. 23).

As to the work of Herbart here given us, the Letters do not seem to us of any great importance. They were reports on his pupils made by Herbart when he was a very young man, and though to some extent his after thoughts can be found in them more or less vaguely grasped, yet they undoubtedly contain but little of any considerable value. With the Lectures the case is quite different. They were written near the end of his life, and they largely work out the principles of the "Science of Education" in their practical application. On the whole, they seem to us less difficult to follow than the more theoretical work, and certainly they go a long way towards clearing up some of the most obscure portions of the latter. Particularly do they throw light on what Herbart understood by "Analytic" and by "Synthetic" instruction, and on the close connection in his mind between "government" and "discipline,"—a connection of vital importance which the method of the "Science of Education" tended to obscure. Had the translators supplied an index to the present work, the comparative study of it and the earlier work would have been much facilitated.

Most clearly, now we have all Herbart's important educational works in an English dress, does it appear how very German an educator he was, in his over-emphasis of the importance of instruction, and in his total disregard of games as means of education. And the product he contemplates would be a youth—even a boy—much too "subjective" and introspective for our English ideals. No; we English shall not find educational salvation in Herbart. But we do find inspiration and suggestion in him, and we are grateful to Mr. and Mrs. Felkin for completing their self-imposed task of bringing his most valuable works within the reach of many who are unable to read him in the original German.

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